DOCUMENT RESUME

ED 103 804 CS 001 611

TITLE	Title II Reading Projects Emphasize Career Education; ESEA Title II and The Right to Read Notable Reading Projects No. 11.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
PUB DATE	Nov 72
NOTE	14p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Career Education; Elementary Secondary Education; *Models; Reading Instruction; Reading Interests; *Reading Programs; Reading Skills; Student Attitudes
IDENTIFIERS	Elementary Secondary Education Act Title II; ESEA Title II; *Right to Read

ABSTRACT

The coversheet of this report provides general information about previously announced notable reading projects pertaining to career education. However, none of the projects reported in this issue focus on reading and career education. The 20 project summaries in this report are of a variety of reading projects. To improve skill and interest in reading is one objective common to all the projects. Provided for each project are the title, the objectives, a brief description, figures showing the number of pupils served and the amount of money funded, an evaluation, and the name and address of the project director. (TO)

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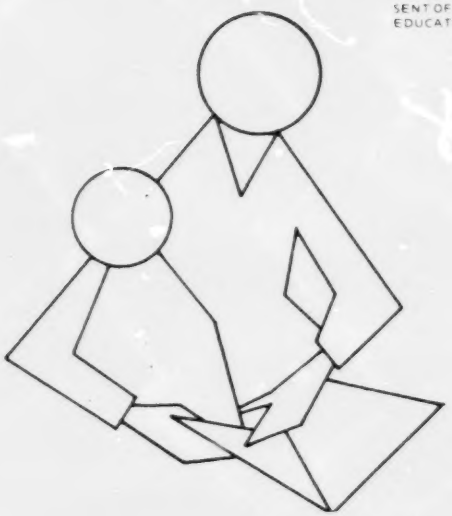
HEW Publication No. (OE) 73-21101



ESEA TITLE II and

The Right To Read

NOTABLE READING PROJECTS
NOVEMBER 1972
No. 11

Title II Reading Projects Emphasize Career Education

A number of the notable reading projects described in the 11 reports on ESEA title II's contribution to reading development have provided elementary and secondary school pupils with the opportunity to use school library resources to inform themselves about specific occupations that may appeal to them as career possibilities. Materials used in the projects range from simple reading materials which introduce kindergarten and primary grade pupils to occupations commonly found in a community to current print and audiovisual resources centering around career clusters which represent thousands of occupational opportunities.

The enormous growth in the production of career information media and the increased use being made of them by pupils has caused media specialists and teachers to take a closer look at the instructional materials made available in this field. What special criteria should be kept in mind as teachers and media specialists try to identify up-to-date career information media of the highest quality?

When asked to comment on criteria used in selecting career information media, project directors listed the usual general criteria such as pertinency to the instructional program, pupil and teacher needs, and quality of content and format. Several referred to the *Guidelines for the Preparation and Evaluation of Career Information Media,* a publication which is available for 75 cents from the National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

But the complexities of selecting materials in this field are further complicated by more specialized considerations. One project director noted that she checks carefully to see that media on careers for women reflect not only the traditional careers such as nurse, teacher, or secretary, but also provide information which will give insight into a wide variety of career opportunities and their potential consideration by women. Another director drew attention to the fact that pupils now in school will enter careers which are not presently known to us. This, he noted, requires increased emphasis on pupils understanding the changes going on in society and the technological, economic, and demographic developments that seem most likely to occur in the years ahead. Such information needs point to the value in career education of books, periodicals, and other media which deal with contemporary social and philosophical issues as well as those more narrowly focused on occupational, vocational, and financial aid information.

The 20 project summaries in this report are of reading projects of all kinds. The information about all the

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projects was supplied by State ESEA title II coordinators and State and local reading and media consultants in California, Connecticut, Illinois, Indiana, Kansas, New Hampshire, New Jersey, Ohio, Tennessee, and Virginia. This is the first time a reading project has been reported from Tennessee for this publication.

Reading projects of all kinds funded under title II of the Elementary and Secondary Education Act may be submitted to Dr. Milbrey L. Jones, Bureau of Libraries and Learning Resources, U.S. Office of Education, 400 Maryland Ave. S.W., Washington, D.C. 20202.

ESEA TITLE II

Instant Precis — Reading Projects

Title: SECONDARY SCHOOL READING, MCKINLEY HIGH SCHOOL, CANTON, OHIO

Objective: To improve reading skill and interest by introducing changes in the English curriculum

Project: A change in the English curriculum at this high school will introduce elective courses into the eleventh grade, in an effort to break through the indifference of many pupils toward books and reading. Titles of some of the electives are Investigation--Maturity and Prejudice, The Black Hero, Who Am I, Communications, American Ideas, and World Literature. The content is intended to help senior high school pupils study contemporary events and establish a frame of reference in which they can bring their knowledge and concern to bear on today's issues. Ample time to read, discuss, and analyze provides the opportunity to improve communication skills and to do independent work on ideas developed through investigation and discussion.

Number of pupils served: 1,099 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $19,602 (printed materials, $42,293 (audiovisual materials)

Evaluation: Pretesting and posttesting; self-image inventories; subjective evaluation of pupils and teachers

Further information: Dr. Glen Fincher, Director of Federal Programs, Canton City Schools, 618 High Avenue N.W., Canton, Ohio 44703

Title: PROJECT READ, POWELL VALLEY ELEMENTARY SCHOOL, SPEEDWELL, TENN.

Objective: To improve skill and interest in reading

Project: The reading project in this new open space type school is designed to upgrade the reading skills of two target groups—slow readers and weak, discouraged, or reluctant readers. Pupils in the first group are those who have a potential reading level at least one grade level higher than their current reading level. These children are assigned to the reading laboratory one hour each day for assistance in skills development in all phases of the language arts field. The librarian arranges special displays of high interest-low vocabulary reading materials to stimulate children to do additional reading outside their regular classroom and laboratory assignments. Reluctant readers are challenged to read more by bringing to their attention those materials that will interest them. Displays, bibliographies, and posters are placed in classrooms and library. The librarian cooperates with teachers to identify materials for individual pupil needs. The fact that the library opens directly into several classrooms makes it easy to obtain books and other media on subjects under discussion.

Number of pupils served: 525 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $6,000 (printed and audiovisual materials)

Other Federal program assistance:	Integrated with language arts program funded under ESEA title I; NDEA title III matching funds used for equipment
Evaluation.	Measures of attitudes; competencies and ability to work independently before and after project implementation
Further information:	James C. Neely, Superintendent, Claiborne County Schools, Tazewell, Tenn. 37389

Title:	USE OF MODEL MEDIA COLLECTION IN SOCIAL STUDIES, BRISTOL PUBLIC SCHOOLS, BRISTOL, CONN.
Objective:	To introduce into the social studies program an emphasis on developing reading skills
Project:	Two secondary schools are restructuring the social studies program to introduce a multimedia and multitext approach involving both assigned and voluntary group and independent projects that require wide reading and use of media. These innovations have meant expansion of the library/media collections in both schools. Pupils have appreciated the opportunities they have been given to develop their own questions and problems in the social studies area and increasingly comment on the growing relevance of the curriculum. The reading-study skills which pupils are acquiring are productive in their value for studying other content courses.
Number of pupils served:	2,000 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $12,993
Evaluation	Standardized reading tests; pupil enrollment in social studies electives; attitude surveys; measures of use of materials; pupil participation in curriculum revision
Further information:	Mr. John Whitcomb, Social Studies Dept. Chrm., Bristol Eastern High School, Bristol, Conn. 06010 and Mr. Leonard R. Lewandowski, Social Studies Dept. Chrm., Bristol Central High School, Bristol, Conn. 06010

Title:	PICK OF THE PAPERBACKS, MERRIMACK SUPERVISORY UNION, MERRIMACK, N.H.
Objective:	To increase reading skill and interest
Project:	To offset the problems of limited school library facilities, a rural geography that prevents easy access to public libraries, and a lack of quality titles for children in local book stores, 15 copies of 227 individualized paperback books which have been proven to have high appeal for beginning readers have been divided among the three elementary schools in this supervisory union. The books are attractively displayed on revolving floor racks. Teachers are encouraged to use them in individualized reading discussion and provide time for children to discuss their interpretations and evaluations of the books during the school day. Boys and girls will thus have opportunities to share favorite stories with their classmates, read interesting or funny parts of the books to the group, or give brief reviews. Teachers can introduce interesting books that may be overlooked.

Number of pupils served:	1,774 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $2,000 (books)
Evaluation:	Teacher observation of pupil use of materials; extent to which teachers use books in individualized reading programs
Further information:	Mrs. Betty Hall, Elementary Reading Supervisor, Bales Elementary School, Milford, N.H. 03055

Title:	CONTENT READING PROGRAM, CUYAHOGA FALLS CITY SCHOOLS, CUYAHOGA, OHIO
Objective:	To improve reading skills and reading interest levels
Project:	A broadened reading approach in this school is extended to content area subjects such as social studies and science as well as to special education classes and pupils enrolled in reading classes per se. Social studies content reading features programed materials and controlled readers. Classroom teachers are thus free to spend more time in individual or small group instruction, depending on the need. Science classes take a practical approach with multimedia materials used to enhance understanding of content. The visuals serve as the stimuli to attract and hold attention and appeal to pupils' varying interests. The use of visuals not only stimulates response to instructional objectives but often raises questions about related topics of interest. These strategies are further supplemented with well-chosen and interesting books and other media available in classrooms, media centers, and other school study areas.
Number of pupils served:	700 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $16,545 (printed materials), $45,521 (audiovisual materials)
Evaluation:	Analysis of achievement scores; attitude survey; subjective evaluation of teachers
Further information:	Dr. Harold Wilson, Superintendent, Cuyahoga Falls City Schools, 431 Stow St., Cuyahoga Falls, Ohio 44221

Title:	READING AND LISTENING OPPORTUNITY CENTER, GREENTOWN ELEMENTARY SCHOOL, GREENTOWN, IND.
Objectives:	To (1) improve reading and listening skills; (2) provide reading activities commensurate with needs and abilities; (3) create and stimulate interest in reading
Project:	A multimedia reading/listening opportunity center is filled with interest-arousing materials to stimulate pupil involvement in learning. Colorful books, recordings, filmstrips, and many other media invite use and encourage children to move toward reading independence and competence. The individual learning pace is intended to free children from fears of failure and rejection and make it easier to overcome reading difficulties. Teachers in this school are unanimous in their enthusiasm for this multimedia approach to learning.
Number of pupils served:	175 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $1,936

Evaluation: Standard diagnostic and achievement tests; anecdotal recording of progress and achievement; measures of use of materials.

Further information: Francis Echelbarger, Project Director, Greentown Elementary School, 220 S. Meridian, Greentown, Ind. 46936; telephone 317-628-7866

Title: ELEMENTARY SCHOOL MEDIA CENTERS, HOPEWELL TOWNSHIP ELEMENTARY SCHOOLS, BRIDGETON, N.J.

Objectives: To (1) stimulate interest in reading; (2) improve reading achievement; (3) create desire for independent learning; (4) improve learning atmosphere in pupils' homes

Project: Two elementary schools, one serving grades k-4, the other grades 5-8, are staffed by the same team of media personnel. Use of the two media centers is provided for by semiflexible scheduling which allows for maximum individual and small group use while still allowing periodic class visits. The k-4 reading curriculum is developed around behavioral objectives. Pupils borrow materials from the media centers for use at home and school, and also have supplementary reading materials and programs in their classrooms. The parent involvement activities have created new interest in what children are doing in school.

Number of pupils served: 750 pupils in two public elementary schools

Amount and type of title II grant: Special-purpose grant, $3,100 (printed materials); $11,900 (audiovisual materials)

Other Federal program assistance: Coordinated with ESEA title I summer reading program

Evaluation: Standard achievement tests; observations of teachers and media staff; reading records; parent-teacher-pupil questionnaire

Further information: Mrs. Norma E. Eppler, Media Specialist, Hopewell Township Elementary Schools, 65 Barret Run Road, Bridgeton, N.J. 08302; telephone 609-451-8775

Title: EXEMPLARY LIBRARY PROJECT, BURLINGAME HIGH SCHOOL, SAN MATEO UNION HIGH SCHOOL DISTRICT, SAN MATEO, CALIF.

Objectives: To (1) improve communication skills; (2) upgrade general school achievement; (3) increase use of media; (4) stimulate self-reliance and confidence; (5) foster appreciation of all media as art forms; (6) develop multicultural outlook

Project: The library in this school contains an ample supply of media on every conceivable subject of interest to secondary school pupils and at different levels of difficulty. In addition to the main library, there are five subject area satellite centers containing collections of media. Central to the school philosophy is allowing pupils to develop at an individual pace rather than be limited to grade level expectations. A schoolwide "Creative Use of Time" project builds motivation to work independently and permits

more individual initiative. Total faculty commitment to the program and a flexible schedule encourages use of the main media center and the satellite subject centers.

Number of pupils served: 1,248 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $64,628

Evaluation: Records of use of materials; behavioral and attitudinal surveys; achievement tests in reading and media skills

Further information: Dr. Richard H. Williams, Principal, Burlingame High School, Carolan and Oakgrove, Burlingame, Calif. 94010; telephone 415-342-8971

Title: MULTIMEDIA PROJECT, CEDAR DRIVE SCHOOL, COLTS NECK, N.J.

Objective: To attract pupils to the media center and introduce them to the varied materials of learning.

Project: This elementary school has made a series of simple adjustments in media services and activities and credits them with improving the reading and learning environment. The rearrangements included opening the media center between 7:45 a.m. and 4:00 p.m.; providing large type books for children with limited vision; acquisition of many titles requested by the children; purchase of paperback books of high interest-low vocabulary; no restrictions on children's choices of reading material; and availability of all reference books for overnight use. These changes, which did not require the introduction of new and complicated techniques or procedures, have proved very popular with children and teachers, and appear to have improved utilization of media by everyone. The search for better methods and techniques for stimulating reading is a continuous activity.

Number of pupils served: 570 public elementary school pupils, grades 5-8

Amount and type of title II grant: Special-purpose grant, $15,000 (printed and audiovisual materials)

Evaluation: Comparative analysis of reading achievement scores; teacher attitudinal survey.

Further information: Mr. William Morris, Principal, Cedar Drive School, R.D. #32, Colts Neck, N.J. 07722; telephone 201 462-1106

Title: NO FAILURES HERE, NEW FRANKLIN SCHOOL, PORTSMOUTH, N.H.

Objectives: To enrich pupil experiences with literature and stimulate reading

Project: This project is centered on children who have been unsuccessful in their early reading experience, whether they are non-readers, reluctant readers, slow learners, or otherwise handicapped in the reading area. Since they lack the skill to read many of the books suggested for elementary school media centers and many have not been read to or told stories at home, they need to be exposed to good literature—nursery rhymes, folk tales, animal stories, fantasies, and modern classics—through seeing

filmstrips and listening to story records or dramatizations. A special filmstrip-tape cassette library has been made available in the school and will be used later in other local elementary schools to extend children's knowledge of literature and interest them in reading. Filmstrips and recordings followed by classroom discussions and such creative activities as art work, dramatics, and writing can enrich enjoyment of literature, provide fun, introduce new words and concepts, and satisfy the visually minded child of today.

Number of pupils served: 1,700 public elementary school children

Amount and type of title II grant: Special-purpose grant, $2,000 (audiovisual materials)

Evaluation: Teacher reaction and observation of pupils

Further information: Mrs. Aileen MacFarlane, Librarian, Little Harbour School, Portsmouth, N.H. 03801

Title: EVERETT JUNIOR HIGH SCHOOL MEDIA CENTER, SAN FRANCISCO UNIFIED SCHOOL DISTRICT, SAN FRANCISCO, CALIFORNIA

Objectives: To (1) demonstrate one month's reading growth for each month pupils attend school; (2) develop oral communication skills; (3) stimulate creativity and imagination in use of media; (4) motivate interest in career education.

Project: The library/media center in this junior high school offers a rich collection of resources to support an individualized and interdisciplinary curriculum. The media available, varied in content and form, were chosen to meet the unique needs and interests of the school's population and to broaden interests. Included are materials designed to awaken respect for differences in ethnic origin, provide information for pupils who have chosen a trade or vocation or for those who are still deciding, and materials to help Spanish-speaking pupils learn English more readily and give practice to English-speaking pupils learning a foreign language. The media center staff provide continuous and appropriate instruction and guidance in the use of materials.

Number of pupils served: 1,168 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $17,800 (printed materials); $30,250 (audiovisual materials)

Evaluation: Assessment of use of media; overall analysis of pupil performance and attendance

Further information: Mr. Carlos Cornejo, Principal, Everett Junior High School, 450 Church Street, San Francisco, Calif. 94114; telephone 415 863-6113

Title: BISHOP IRETON HIGH SCHOOL, ALEXANDRIA, VA.

Objectives: To (1) increase interest and skill in reading; (2) develop research, writing, and organizational skills.

Project: The reading project planned in this private high school is intended to support a curriculum offering a wide range of courses and a special program based on

	independent indepth study of particular academic areas. Although large amounts of research time were scheduled throughout the school day, the sparse book collection was a deterrent to individual research and study. In planning the project, emphasis was placed on selecting materials to meet a wide range of reading needs. Attractive books, high in pictorial content, were chosen to supplement the work of developing courses in Ecology and Embryology. The material chosen for social studies includes books about railroading, early automobiles, and colorful historical figures. More sophisticated books were selected for pupils doing advanced college level work. The faculty anticipates that pupils will be able to pursue individual research projects, develop reading skills, and increase their perception, judgement, and selectivity in handling information.
Number of pupils served:	600 private secondary school pupils
Amount and type of title II materials loaned:	Special-purpose project, $2,500 (printed materials)
Evaluation:	Teacher observation of pupil progress and rating of individual study projects.
Further information:	Mr. A. Robert McGilvray, Principal, and Mrs. Carol A. Weinles, Librarian, Bishop Ireton High School, 201 Cambridge Road, Alexandria, Va. 22314; telephone 202 751-7606

Title:	INFORMATION MATERIALS CENTER, CAMDEN STREET ELEMENTARY SCHOOL, NEWARK, N.J.
Objectives:	To (1) improve faculty and pupil habits of using the media center; (2) develop media services which motivate increased reading and desire to learn; (3) adjust media center procedures to encourage greater utilization of all media and services
Project:	Pupils in this school are tested in reading skills and grouped according to achievement rather than grade level. The information materials center furnished a variety of experiences in reading and learning. Pupils are motivated toward progress in how-to-learn and encouraged in independent followup of classwork and individual interests. Books and audiovisual materials stimulate interest in classroom units and help children identify and explore new interests. Teachers and media personnel guide development of skills in using informational materials. An after-school tutoring program is an additional opportunity. Such media center services to teachers as short-term loans of classroom collections foster constant cooperation and communication between classroom and media center activities.
Number of pupils served:	3,322 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $15,000 (printed and audiovisual materials)
Other Federal program assistance:	Model Cities Program, $128,000; ESEA title I, $6,770
Evaluation:	Pretesting and posttesting in reading; parent-teacher questionnaire

Further Information:	Miss Rhoda Appel, Director of Libraries and Audiovisual Education, Newark City Schools, 31 Green Street, Newark, N.J. 07102

Title:	EVERYBODY READS, CHILLICOTHE CITY SCHOOLS, CHILLICOTHE, OHIO
Objectives:	To stimulate interest in reading and encourage a reading climate within schools
Project:	Several secondary schools are involved in this effort to improve reading competence and instill in pupils a lasting interest in reading. Seventh grade pupils are assigned to a nine-week reading class, with reading laboratory facilities for pupils with serious handicaps. Junior high pupils participate daily in a short unstructured reading program where all members of the school community stop all other activity and read. Pupils may continue developmental or remedial reading activities into senior high school. This systematic and cooperative approach to the problems of upgrading reading skills is commendable and represents a real contribution to the long-term effort of encouraging pupils to make reading an integral part of their lives.
Number of pupils served:	2,725 public and private elementary and secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $14,028 (printed materials); $14,744 (audiovisual materials)
Evaluation:	Comparison of reading achievement scores; teacher-librarian-administrator questionnaires
Further information:	Mr. Paul W. Hydell, Superintendent, Chillicothe City Schools, 455 Yoctangee Parkway, Chillicothe, Ohio 45601

Title:	STUDENT-CENTERED MULTIMEDIA OPPORTUNITY PROJECT, LAWRENCE INTERMEDIATE SCHOOL, TRENTON, N.J.
Objectives:	To (1) encourage achievement in reading; (2) enrich classroom teaching with a wide range of media; (3) stimulate student management of selected media services
Project:	Pupil involvement in the media program in this school has been encouraged in each phase of project implementation, from selection of materials to development of procedures for use of the materials. The new books, filmstrips, and cassette recordings have added new dimension, variety, and interest to reading and learning activities. Children's specialized reading interests are met with books on many topics. Adventure, animal stories, mysteries, science fiction, and informational books are balanced with other types of literature. Audiovisual materials have proved an amazingly effective incentive for pupils to seek out related books and enjoy the printed word. Audiovisual materials are distributed to classrooms for use in individual and small group learning centers. Specialists in art, music, and reading are supplied with media for their specialized use.
Number of pupils served:	860 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $12,113 (audiovisual materials); $2,150 (books)

Evaluation: Measures of frequency of use of media center materials; surveys of teacher opinion of pupil growth in self-direction of learning

Further information: Mrs. Lois Walker, Librarian, Lawrence Intermediate School, 66 Eggerts Crossing Road, Trenton, N.J. 08638; telephone 609-882-6802

Title: PROJECT AWARE, EAST PRAIRIE SCHOOL DISTRICT #73, SKOKIE, ILL.

Objectives: To (1) individualize instruction to improve seven specific reading skills of pupils in remedial programs; (2) enhance pupil self image

Project: A tutorial program in this school has slow learners and poor readers enrolled in junior high school assigned to assist poor readers in first grade. Older pupils help younger children explore books, audiovisual materials, and games in the learning center. Workshops are conducted for pupil tutors. Older children have frequently identified problems in the younger children which they themselves have and seem to find a form of group therapy in discussing them. Gains have been made in attitude, motivation, use of materials, and higher test scores. The success of the project has been largely dependent on the media and games available. Teachers and aides comment enthusiastically on the improved confidence of children as a result of this program.

Number of pupils served: 740 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $5,000 (printed and audiovisual materials)

Evaluation: Pretesting and posttesting of tutors and tutees; interest inventories; teacher questionnaire; judgment of reading teacher and learning center director

Further information: Mr. Robert A. Miller, Principal, East Prairie School District #73, 3907 Dobson Street, Skokie, Ill. 60076

Title: USING LIBRARY MATERIALS TO IMPROVE READING SKILLS, GARDEN PLAIN ELEMENTARY SCHOOL, GARDEN PLAIN, KANS.

Objectives: To (1) show measurable increases in pupil knowledge of phonics and word structure, ability to read aloud; ability to read with comprehension; (2) develop appreciation and enjoyment of reading

Project: Fifty pupils who have not reached a functional level in reading competency and 110 pupils who need more help with reading and communication skills are served by the project. The new media chosen are books, other printed materials (periodicals, newspapers, pamphlets), filmstrips, tapes, etc. Since children with reading problems are often discouraged by seeing the same old materials with which they have already failed, the attractive new media are essential project components. Involvement with media has the highest priority and creating a favorable atmosphere for reading is a major concern of all school personnel. Basic to the project's success is free access and flow to pupils in classrooms of media housed in the library/media center.

Number of pupils served: 160 public elementary school pupils

Amount and type of title II grant:	Special-purpose grant $3,000
Evaluation:	Pretesting and posttesting; analysis of records of library/media use
Further information:	Mr. Marvin Lix, Principal, Garden Plain Elementary School, Garden Plain, Kans. 67050

Title:	READING RELATED MEDIA PROJECT, ARMSTRONG JUNIOR HIGH SCHOOL, JACKSONVILLE, ILL.
Objectives:	To (1) involve each pupil in his own reading growth; (2) motivate pupils who are not academically oriented
Project:	A reading program for each junior high school grade is planned: seventh grade pupils will explore the realm of self; eighth grade, the realm of others, and ninth grade, the realm of career opportunities. Appealing high interest-low vocabulary books; tapes, films, and recordings; career guidance kits, and reading skill materials and machines are the resources used in this attempt to influence pupil attitudes and motivations. The school media center is the key to the program. Whatever pupils need to locate ideas and information to answer questions, the media center attempts to furnish. Materials are arranged so that pupils can help themselves but teachers and media staff are constantly on hand if help is needed. Diagnosis and prescription, detailed and unified checklists, contracts, and constant feedback are important program components.
Number of pupils served:	606 public junior high school pupils
Amount and type of title II grant:	Special-purpose grant, $5,000 (printed and audiovisual materials)
Evaluation:	Standardized test in study skills; faculty prepared media center use questionnaire
Further information:	Mr. William Guessner, Principal, Armstrong Junior High School, 1121 North Diamond, Jacksonville, Ill. 62650; telephone 217-243-3307

Title:	EXEMPLARY LIBRARY MEDIA PROGRAM, RINCON ELEMENTARY SCHOOL, LIVERMORE VALLEY UNIFIED SCHOOL DISTRICT, LIVERMORE, CALIF.
Objectives:	To (1) increase reading ability; (2) develop skills necessary to use the library as a resource for independent study and leisure-time activities
Project:	Concepts such as staff redeployment, cooperative teaching, utilization of "open space," multiage grouping of pupils, and individualized instruction have been introduced in this school. These new patterns of staffing and instruction require wide varieties of print and audiovisual materials to reinforce, supplement, and enrich pupil learning experiences. More interest in reading and learning has begun to develop as pupils have opportunities to browse through the abundant array of print and nonprint materials. Instruction is given to help develop competencies to select materials which can be used profitably. More time is available for individuals to select materials, particularly in the case of younger children and retarded readers.

Number of pupils served:	720 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $49,380 (printed and audiovisual materials)
Evaluation:	Standardized tests; parent-teacher questionnaire anecdotal records; measures of use of materials
Further information:	Mr. Walter Capri, Principal, Rincon Elementary School, 1251 Rincon Avenue, Livermore, Calif.; telephone 415-553-4072

Title:	IMPROVEMENT IN FIRST GRADE READING PROGRAM, EMPORIA, KANS.
Objectives:	To (1) provide an individualized reading plan for first grade pupils; (2) compare the individualized reading program results with that of the traditional basal text and reading group approach
Project:	Eleven first grade teachers are involved in cooperative planning to introduce an individualized reading program into the district curriculum. Innovations include new patterns for organizing the classroom and grouping children and renewed attention to selecting and using media. As pupils develop reading competency during the course of the year, there are daily periods of uninterrupted reading. Children have time to browse through reading material on subjects of interest to them; there is also time for children to choose reading as a self-selected activity. It is hoped that this new program will not only produce individuals who can read but do read because of interest, desire, and habit. Such an individualized reading approach to early childhood instruction in reading teaches very young children the art of concentration and working alone.
Number of pupils served:	279 public elementary school pupils in 7 schools
Amount and type of title II grant:	Special-purpose grant, $3,100
Other Federal program assistance:	ESEA Title I, $10,006; NDEA Title III matching funds, $1,628
Evaluation:	Comparison of standardized testing scores of previous years with scores of pupils enrolled in program; evaluation of school counselors and psychologist
Further information:	Mr. Carroll F. Shubert, Federal Projects Coordinator, Emporia Unified School District #253, Box 1008, Emporia, Kans. 66801

GPO 863-619